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Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 41, No. 4

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Montana Behavioral Initiative

Montanans are working to create safe schools and communities

School violence turned deadly in Kentucky and Arkansas this spring. As national newscasts relayed the horrible, hard-to-believe specifics, people across the country started to wonder what could be done to prevent a comparable tragedy in their communities.

In those Montana communities participating in the Montana Behavioral Initiative (MBI), the local news was reassuring. There, partnerships between educators, parents, law enforcement and other community members have been working to create a school environment that halts violence not just before it claims lives, but before it becomes a disruptive force in their students' daily lives.

By helping educators and other community members develop the attitudes, skills, and systems they need to provide a safe,

The MBI is a positive, proactive approach to working with students in our public schools."

—Lonnie Yingst, Great Falls, Assistant Superintendent



MBI Teams around Montana are working to make sure Montana classrooms and playgrounds provide students with safe, positive environments.

orderly, and productive environment for their students, MBI allows schools and communities to address the root of student behavioral and discipline problems. The MBI schools have experienced steady reductions in the incidents of student violence and disciplinary problems (see related article on page 4).

MBI's start

The MBI began in July 1995

when five community and school partnerships were selected through a competitive grant process to be model sites. At each of these sites —Bozeman, Helena, Missoula, Whitefish, and Wolf Point—MBI teams of educators, parents, and community members were formed to assess the needs in their schools and community,

(Continued on page 4)

Montana's school funding system needs support

Equality of educational opportunity is guaranteed to each person of the state. So says the Constitution of Montana. This is a high standard to live up to.

Five years ago, in an attempt to meet this constitutional provision, the Montana Legislature rewrote the school funding distribution formula to provide an "equalized" school funding system. The cornerstone of the legislation was the creation of maximum and minimum budgets for each school district based upon the size of the district.

Many school districts face statutorily imposed budget caps

Looking around the state this spring at the experience of districts facing budget reductions because of statutorily imposed budget caps, it is easy to see how our commitment to equalization might begin to slip. Many advocates for education, people with the best interests of students at heart, when faced with the choice between cutting educational programs and services or lifting budget caps, might justifiably consider escape valves, if not the

wholesale elimination of budget caps.

As of this spring, there are 95 school districts where the general fund budget for the current year exceeds the district's formula-driven, maximum general fund budget for the upcoming year. In lay person's terms, this means cuts in the district's budget, elimination of programs, consolidation of services, and staff layoffs.

These 95 districts represent 21 percent of Montana's school districts and 17 percent of the students (ANB). In addition,

another 71 districts with 25 percent of the students are within 5 percentage points of their budgetary maximum. Without a doubt, we have reached critical mass in terms of the number of school districts that are "under duress" at the current levels of funding.

What is the solution?

And so, do we tinker with the budget caps? Do we begin to dismantle the existing system? No. We FUND it.

(Continued on page 3)

Public Hearing Schedule for Mathematics and Reading Standards

The Montana Board of Public Education will be holding four public hearings on the new mathematics and reading standards. The public hearings are scheduled on the following dates.

Glendive — June 23
Great Falls — June 25

Billings — June 24
Missoula — June 29

The entire Board will attend the Great Falls hearing and individual Board members will attend the other hearings. As soon as the exact times and locations are set, they will be posted on the METNET. Copies of the proposed standards are on METNET in the "School Improvement" folder in the Montana Education conference.

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Message from Nancy Keenan

Closing Schools and Building Prisons

You hear it across Montana. Why are we closing schools and building prisons? Isn't this going to hurt our kids' education? How did we get ourselves in this situation? How can we change Montana's priorities for state funding?

There are, of course, many explanations. However, it all boils down to one inescapable fact. The state of Montana's share of education funding has been steadily declining since 1991. In 1991, 72 percent of public school funding was provided through state aid. Successive legislatures have repeatedly reduced the state's share of funding so that today it accounts for just 63 percent of school funding.

The consequences of this reduction in state school funding

This reduction in state funding has two major consequences for our schools. First, it has shifted the tax burden to local property taxpayers. In 1991, local property taxpayers paid \$75.5 million or 13 percent of

school funding. This year, they paid a total of \$194 million or 29 percent. This was an increase of 157 percent of the burden carried by local property taxpayers.

Second, as the state contribution to school funding has not risen to meet the costs of inflation, the maximum amount school districts can raise and spend is set artificially lower than the real needs of many districts. We are now faced with 95 Montana districts at or near their 100 percent spending "caps" while costs continue to rise.



Critics ignore the economic realities that schools and teachers face

I am constantly struck by the rather convoluted logic of critics of school funding increases. They appear to think that schools are somehow immune from the economic realities faced by other businesses in Montana. They believe that schools aren't affected by inflation and rising costs. Like any business, schools have to pay for increases in utilities, maintenance of buildings, new materials and technology and employees.

Nowhere does this denial of economic reality manifest itself more than in the area of teachers' salaries. In 1984, Montana teachers' average salary ranked close to the national average. The "gap" between the national average teachers' salary and that paid to Montana teachers was less than \$1,000.

Today, Montana teachers' income level ranks 46th in the nation. The "gap" between Montana average teacher pay and the national average has widened to a gap of nearly \$9000 a year. That means Montana teachers could obtain higher wages by moving to just about any other state in the nation. It was especially disturbing when the 1997 Legislature added \$12.5 million in new education spending, but specifically forbid local school districts from spending any of it on teacher salaries.

It's time to get involved in determining Montana's funding priorities

This brings us to the spring of 1998, and state government is again building budgets for the 1999 session. The preliminary projections from the governor's budget office have little or no increases for school funding. But, at the same time, proposals for increases of another \$50 million for the Department of Corrections and an additional \$40 million in property tax breaks for corporations are being actively discussed.

These funding priorities are not "locked in stone." They need to change and will change if enough Montanans interested in public education can convince 51 members of the 1999 Montana House of Representatives, 26 members of the Senate, and the governor. It's just that simple.

The discussion of how Montana spends its state budget needs to take place with every candidate running for the Legislature. Legislative candidates need to gain a better understanding of how our schools are funded and the real needs of public education. This is best done at the local level, before the elections and the legislators move to Helena.

So, take some time to do your civic duty and contact the candidates. Help them understand that we cannot continue to shortchange public education in Montana. There is a connection between who you send to the Montana State Legislature and how that translates into what your classroom, school, and district budgets look like.

Nancy Keenan

Montana opens America Reads office

At a joint press conference on April 13, 1998, State Superintendent Nancy Keenan and Harris Wafford, CEO, Corporation of National Service, announced the opening of the Montana America Reads office within the Office of Public Instruction (OPI).

In her opening comments, Keenan stated that while "Montana students overall score well on reading tests, 28 percent of our fourth graders score below where they should. The America Reads program will be targeted at improving the reading skills of *all* Montana kids."



America Reads Challenge

In opening the its America Reads office, Montana is joining the national effort to rise to the America Reads Challenge that all children read well and independently by the end of third grade. Meeting this goal will require working closely with teachers and schools to enhance children's learning and recruiting many reading tutors from all walks of life.

America Reads volunteers are involved in service activities that play key roles in working with individual children, supporting classroom activities, supporting families, and serving as catalysts and organizers of community and student volunteers.

The Montana effort

The Montana America Reads office was developed through a partnership between OPI, Governor Racicot's Commission and the Office of Community Service, the Montana Office of the Corporation for National Service, and the Montana Campus Compact. June Atkins, OPI Literacy Specialist and Learn & Serve Montana Director, will serve as the America Reads Director. In addition, a person from the AmeriCorps*VISTA (Volunteers in Service to America) program will staff the office. The staff person will supervise six regional AmeriCorps*VISTA volunteers while they set up pilot projects for working with Montana teachers, parents, and volunteers to develop tutoring programs for reading across Montana. ■

—June Atkins, OPI Literacy Specialist and Learn & Serve Montana Director.

For further information about the America Reads Challenge, contact June Atkins, OPI (444-3664) or Rita Surber, Montana State Reading Council (357-2033).

1998 Montana Teacher Forum

Created in 1996 and funded by the Montana Professional Teaching Foundation, the Montana Teacher Forum brings together educators and policy leaders to discuss and problem-solve critical educational issues.

The 1998 Montana Teacher Forum, "Great Expectations: Standards for Success," is scheduled for September 21, 1998, at the Colonial Park Hotel in Helena.

The one-day forum will focus on the state's content and performance standards. Once approved and adopted, these standards will impact the daily learning environment in Montana public schools.

Registration is limited to 200 participants and closes June 1, 1998. Renewal credit is available. For more information or to register, contact Jeanne Tweeten (tel: 443-0849 or 447-8941; email: jeannet@mtlib.org). ■

1998 Partners Conference

The 1998 Partners in Teaching and Learning Conference will take place Wednesday, September 30, to Friday, October 2, at the Holiday Inn Billings Plaza.

A preconference session on the Montana School Improvement Initiative—Implementation of the Content and Performance Standards in Reading and Mathematics will be held Wednesday morning. The preconference is open to all, and school teams are

urged to attend.

Roundtable discussions will be conducted Wednesday afternoon. Thursday morning will begin with a keynote speaker. Afterwards, participants will be able to choose from over 80 workshop sessions. Proposal forms are available from Conference Program Chair Nancy Coopersmith, OPI (tel: 444-5541; email: ncoopersmith@opi.mt.gov). The conference chair is Ron Lukenbill (tel: 444-2080; email: rlukenbill@opi.mt.gov). ■

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"Equality of educational opportunity is guaranteed to each person of the state."

Montana State Constitution

Supporting Montana's school funding system

Continued from page 1

What does the current system need? Let's look at where the pressures on the existing system are greatest.

Enrollment decline and fixed costs put elementary districts in a bind

Elementary districts as a group are pushing up against the budget caps in greater numbers than high school districts. Of the 95 districts facing budget reductions for the upcoming school year, 85 are either elementary districts or a K-12 district providing an elementary program.

There are a couple of reasons for the greater pressure on elementary programs, the most significant of which is declining enrollment in the early grades. Elementary enrollments dropped by 2,713 students between October 1996

and October 1997. Because state aid and budget limits are based on the number of students enrolled, state aid and budget limits fall when enrollment declines.

However, costs do not drop in direct proportion to the enrollment decline. The fixed operating expenses continue. The second-grade teacher still needs to be paid, the building needs to be heated, the lights need to come on, the computer systems (funded by the 1997 Legislature) need to be maintained.

In large school districts, enrollment declines have led to school closures and staff layoffs. In smaller (one school) districts, school closures are not an option, so the budget reductions must come entirely from reductions in services and staff.

Education services for special needs students requires support

Special education services are expensive and the demand for these services in our public schools continues to grow. In the 1996-97 school year, school districts reported \$51 million in special education expenditures. The state contribution toward these special education costs was \$33 million (65 percent of the total cost).

There are many who would like to "blame" special education expenditures on the federal government, and say that the state has no obligation to increase funding for special education. Again, we need to remind ourselves of the constitutional guarantee of equality of educational opportunity. To quote Helena Superintendent Bruce Messenger at a recent meeting of the Education Forum, "If the federal government went away tomorrow, our special needs children would still be with us. These are OUR children." And, they have a right to quality educational services. Oftentimes, special needs children require lower student/teacher ratios which translates into higher educational costs per student.

State support for special education has not increased since 1989. Montana is past due for an increase in state funding for special education. Members of the Education Forum (MEA, MSBA, SAM, MREA, OPI, MASBO, and others) are consid-

ering a request to the next legislative session to address the significant strain placed on district resources to provide educational services to special needs students.

School funding increase key to making system work for all

The State Superintendent's request to the 1999 Legislature for a school funding increase will

Rather than looking to tweak and tinker with the budget caps and escape valves, let's focus on securing the resources necessary to make the system work.

focus on alleviating the pressures on elementary districts caused by declining enrollments, increasing the state share of funding for special education services, and providing

a minimal inflationary increase for all districts. The cost estimate is \$36 million to address these needs.

The debate over what is required of us to meet the guarantees of the Montana Constitution has gone on for decades and will continue for decades to come. But, we should be able to agree that the constitutional provision calls upon us (educators, legislators, policymakers) to develop an equitable system and to maintain that system with the equalization principle intact. Rather than looking to tweak and tinker with the budget caps and escape valves, let's focus on securing the resources necessary to make the system work. ■

—Madalyn Quinlan, OPI, Chief of Staff

Helena is new Christa McAuliffe Fellow

State Superintendent Nancy Keenan announced today that Jan A. Jamruszka-Wilson of Helena was selected to receive the 1998 Christa McAuliffe Fellowship. The Helena Capital High School Spanish teacher was selected from a field of eight Montana applicants to receive a fellowship of \$27,000.

initiatives, to enhance their own professional skills, and to improve classroom instruction.

The fellowship honors the memory of Christa McAuliffe, the New Hampshire teacher who served as an astronaut on the space shuttle Challenger in January 1986. Funds for the program are appropriated by the U.S. Congress, and the amount of

The winning proposal

Jamruszka-Wilson's proposal includes a plan to research and create a model process in which teachers and teacher teams can integrate assessment with standards and curriculum to improve student learning. She taught in Lewistown and Kalispell before joining the Helena School District in 1990, and she currently serves as the curriculum coordinator for the Capital High School Department of Modern and Classical Languages.

The fellowship program

The Christa McAuliffe Fellowship Program was created in 1987 to provide fellowships to outstanding and experienced classroom teachers. The mission of the fellowship program is to provide an opportunity for teachers to assist in the development and implementation of their state's school improvement

the award is the average teacher salary for each state. The eligibility for the Christa McAuliffe Fellowship is limited to full-time school teachers (K-12) who have been employed as teachers for eight or more years. The Christa McAuliffe Fellow must return to a teaching position, in his or her prior place of employment, for at least two years following completion of the fellowship year. ■



State Superintendent Nancy Keenan congratulates the 1998 Christa McAuliffe Fellow Jan Jamruszka-Wilson

Keenan gathers public input for the State Education Profile

State Superintendent Nancy Keenan has completed a series of 15 community meetings across Montana to discuss the types of information Montanans believe are valuable in evaluating and improving our statewide education system and local schools.

The Office of Public Instruction (OPI) received funding from the 1997 Legislature to create an Education Profile for Montana. Components of the Profile, which will be completed by November 1998, may include such topics as program and course offerings, student environment, student achievement, services, finances, staffing, school facilities, and community demographic characteristics.

Keenan held town meetings in Lincoln, Whitehall, Townsend, Livingston, Great Falls, Forsyth, Glendive, Glasgow, Havre, Seeley Lake, Missoula, Hamilton, Whitefish, Butte, and Anaconda.

Those wishing to add their comments can find a questionnaire on METNET in the Montana Education Conference in the "School Improvement" folder. ■

If you share the following beliefs...

- ✓ All students should be treated with dignity and respect.
- ✓ Students can and should be taught skills for success.
- ✓ Motivation and responsibility are encouraged through positive interactions.
- ✓ Misbehavior provides a teaching opportunity.
- ✓ Staff must work together to meet student needs.

...you'll want to explore the Montana Behavioral Initiative

MBI, cont.

to develop goals to assess those needs, and to design programs, plans, and strategies to meet their goals.

Since that time, the number of active sites has substantially increased (see the map below), and hundreds of Montana educators have attended a MBI Summer Institute, where they learned about the program's underlying philosophy in addition to how to develop strategies for implementing MBI at their school.

Why MBI

The Annual Gallup Poll of the public's attitudes toward public schools shows that people perceive the "lack of discipline" as the most serious problem facing our educational system. The shifting focus to community-based services for children with emotional and behavioral problems has resulted in increasing numbers of these youth in our schools and communities. The safety of our school and commu-

nity environment has become a legitimate concern. An ever-increasing amount of instructional time is consumed by discipline problems, and law enforcement officials are facing increasingly serious violations of the law. It is becoming clear that many schools and communities face a serious challenge.

The MBI philosophy

MBI tackles this challenge by embracing three important

tenants.

- ✓ First, it cannot be assumed that students intuitively know how to act appropriately in any given situation, if we expect a behavior, we need to teach it.
- ✓ Second, if we want to provide a safe, orderly, and productive environment in our school and community, schools, parents, law enforcement, mental health and social service providers —

(Continued on page 12)

MBI is making a difference in Helena schools

Sadly, many schools and many teachers within schools continue to have a mindset that treats misbehavior as something to be punished.

Common ways to deal with misbehavior are sending students to the office, after-school detention, or suspension. Schools have developed elaborate point systems where misbehaviors add up and consequences pile up. But are children learning from this practice? Educational research and best practice say no.

In Helena, MBI teams are asking critical questions about how we instruct our children, how we organize our schools, and what is in each of our hearts. Each building is at a different stage and going in their own direction at their own speed.

In the Helena Public Schools, we have embarked on an ambitious project to change this mindset. The Montana Behavior Initiative (MBI, now in its third year

and expanding to all buildings in the district, is a comprehensive approach that looks at systems, skills, and attitudes in order to make schools a more welcoming, nurturing place for children and their families.

MBI and prevention

What does all of this have to do with prevention? The ancient Webster's dictionary sitting in my office reads, "Prevent: to keep from happening or existing by precautionary measures." This is exactly what MBI is doing: preventing small behaviors like name-calling from escalating into bullying or even assaults. MBI teams in our buildings are looking at everything from what a teacher does (classroom interventions) to how the lunchroom is organized (building interventions) to ensure that all children learn to the best of their ability.

(Continued on page 5)

Discipline and long division

Imagine a situation where a teacher discovers a child does not know the rules for long division, despite the fact that it was taught the previous year. What does the teacher do? He or she reviews the rules for long division, provides some examples, possibly has another child work with the student or maybe works with the child during recess or after school.

If the "misbehavior" of not knowing long division were treated the same way as the misbehavior of not following playground rules, the child would be chastised, his or her name put on the board, and, if the behavior continued, she would be sent to the office for her offense.

Montana Behavioral Initiative Sites



- * Original model sites
- X Active Sites
- ♦ Sites that have received introductory MBI training

Five community/school partnerships were selected in Spring 1995 to become model sites for the Montana Behavioral Initiative. At those sites — Missoula, Bozeman, Wolf Point, Helena, and Whitefish — teams of educators, parents, and community people assessed the needs in their schools and community and developed goals to address those needs. Since then, as the above graphic shows, MBI has spread across Montana. The following Montana towns schools have attended training sessions and integrated MBI into their school communities.

X **Anaconda:** Fred Moodry 7-8, Lincoln, W.K. Dwyer Primary, and Washington schools X **Anderson:** Riverside 7-8 X **Bozeman:** Bozeman Elementary, Chief Joseph Middle, Emily Dickinson, Hawthorne, Irving, Longfellow, Morning Star, Sacajawea Middle, Whittier, and Bozeman High schools X **Bynum:** Marion School X **Dillon:** Marion School X **Frazier:** Jefferson, and Lincoln schools X **Great Falls:** Chief Joseph, Whittier, and North Middle schools X **Hamilton:** Daly School X **Helena:** Broadwater, Lincoln/Bryant, C.R. Anderson Middle, Central, Four Georgians, Helena Middle, Jefferson, Jim Darcy, Ray Bjork, Rossiter, Smith, Warren, Helena High, and Capital High schools. Also, Headstart/Preschool and Front Street (PAL/TMS). X **LaMotte:** X **Lavina:** X **Lewistown:** Garfield, Highland Park, Lewis and Clark, Fergus High, and Lewistown 7-8 schools X **Missoula:** Lewis and Clark School X **Montana City:** X **Poplar:** the Elementary, Middle, and High schools X **Valier:** X **West Glacier:** X **Whitefish:** Whitefish Elementary, L.A. Muldown, Whitefish Central 5-6, Whitefish Central 7-8, and Whitefish High schools X **White Sulphur Springs:** X **Wolf Point:** Northside and Southside schools

MBI in Helena schools, cont.

The MBI process in Helena

Teams from all the buildings in the Helena schools have attended at least one of the three MBI Summer Conferences to learn about the program and to develop the kinds of skills and attitudes described above. Helena's building teams all include the building administrator and a mix of regular and special education teachers. Usually team membership includes parents and teaching assistants and often other community members.

Setting goals and implementing strategies

Each MBI building team is expected to follow a simple process. Staff, students, and parents are surveyed on such issues as safety and school climate. Based on the results, the team identifies one or two goals for the year, which can range from reducing the number of office referrals in the hallways to revamping how children are dropped off and picked up each day. Along with the goals, teams develop strategies to implement those goals. Strategies can include anything from staff development on ways to reinforce positive behaviors to techniques to gain more staff support for MBI activities.

The next step in the MBI process at the building level is to collect data. Did the intervention work? Did it make a difference for kids? In Helena, we are starting to see some significant changes as we get better at taking and analyzing data, and the results are very gratifying. The last step is dissemination and diffusion.

MBI is making a difference

So how does this actually work? At C.R. Anderson Middle School the number of office referrals for misbehavior in the hallways has

dropped significantly, from 65 referrals in 1995-96 to 12 last year. Referrals from the cafeteria sank from 35 to 14 during the same time period. This decrease is directly attributed to MBI's "meeters and greeters" who are in the hallways between classes and circulating in the lunchroom, greeting kids by name and providing continuous and positive supervision. Capital High School (CHS) conducted "field trips" to the hallway to instruct students on how to open and close lockers quietly, walk on the right in the hallways, and enter and exit hallway traffic. Too basic for high school students? The drop in hallway noise and congestion has been dramatic. Teachers at Four Georgians invited CHS football players into their school to talk to fifth grade boys about why rules, such as turn-taking, are important. Result? Fighting over football and the terrorizing of younger children on the playground diminished.

These are but a few examples, but you probably get the idea that MBI teams in the Helena schools have begun a planful process to make schools a better place for students. This process goes well beyond the traditional inservice here or new discipline program there. In Helena, MBI teams are asking critical questions about how we instruct our children, how we organize our schools, and what is in each of our hearts. Each building is at a different stage and going in their own direction at their own speed.

In addition, MBI is becoming increasingly involved at the community level. Representatives from many Helena organizations and groups offering services to Montana children have participated in MBI staff development and building team activities. The Helena schools and MBI are also

participating in the community coalition Helena Healthy Communities which is focused on creating a community based on courtesy and respect and reducing youth violence.

The bottom line

The bottom line is that MBI is indeed prevention and prevention of the best kind. It says "if you expect a behavior, then teach it." It says if there are too many

behavior referrals from the cafeteria, examine the organization there. If you want parental support, invite parents into the schools. MBI says that kids can learn from misbehavior when clear expectations, clear instruction, and worthwhile rewards are provided. ■

—Joe Furshong, Helena School District, Director of Special Education

"Waging Peace" in Missoula

In Missoula, through a "greatest need" grant from the Safe and Drug-Free Schools and Communities Program, interested school personnel can learn how to prevent violence through a course titled *WAGING PEACE: Building Bridges for A Peaceful Community from the home, to the school, to the community*. Art and Kitty Lusse of Montana Mediators are responsible for this three-credit course. The teachers and guest lecturers are paid through Missoula's Safe and Drug-Free Schools monies.

Conflict resolution and "life" skills

The course's premise is that "conflict is a natural, vital part of life. When understood and approached in a productive manner it presents opportunities to learn and to grow. Reaction to conflict is a learned behavior leaving the door wide open for the introduction of new skills." The course objective is to provide tools for teachers, counselors, and administrators so that they can help their homes, their schools, and their communities

"become a safer, more peaceful place to resolve disputes utilizing new approaches to conflict."

For their homes, participants learn "life skills," such as anger management and empathic listening, to assist them in the "productive resolution" of conflicts in their lives.

School discipline

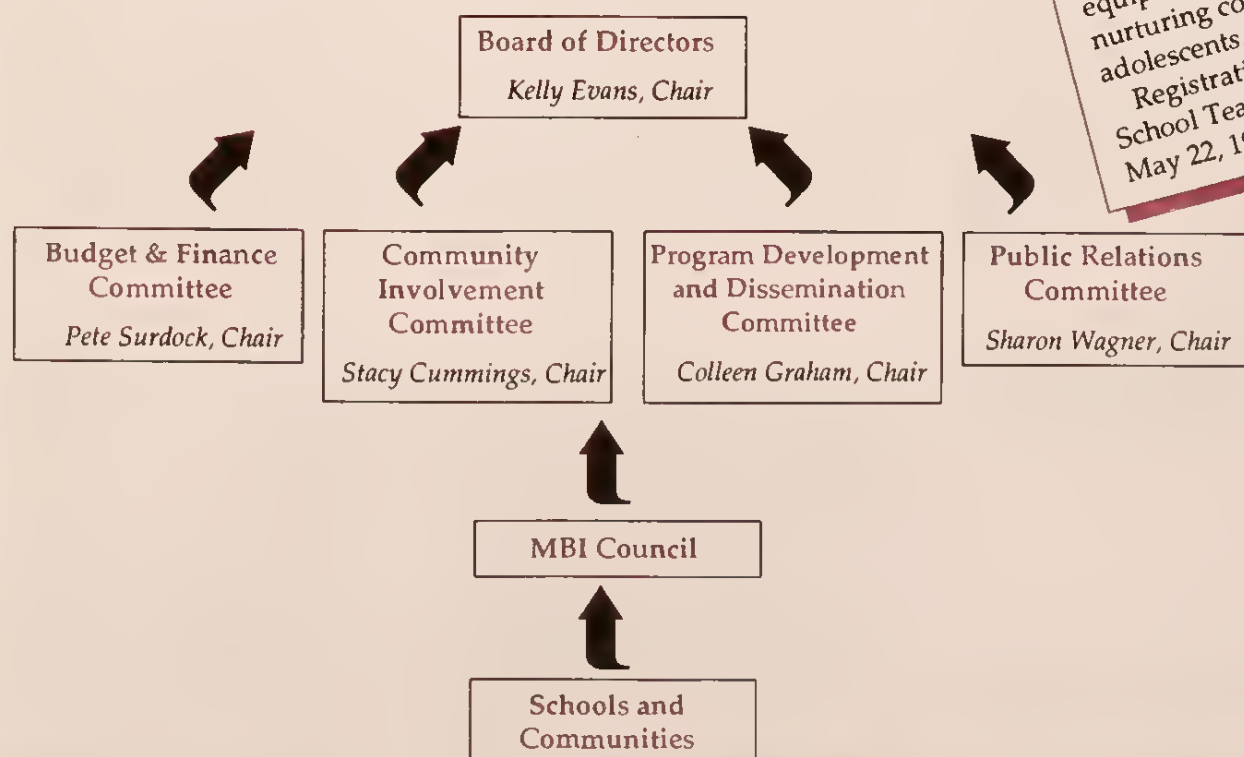
Many Missoula schools have adopted conflict resolution curricula and peer mediation programs. This course helps participants expand the skills they learned to help "create a cooperative school environment through the institution of a rights and responsibilities approach to discipline where both adults and students learn to manage and resolve conflicts using the strategies of interest-based negotiation, mediation, and group problem solving."

The community component provides school personnel with information on

MBI/Big Sky Summer Institute

The Office of Public Instruction (OPI), the Montana Behavioral Initiative and the Big Sky Summer Institute are joining forces to present the 1998 Summer Institute, *Addressing Behavior Issues in the Classroom, Schools, and Community*, June 22-26, 1998, at Montana State University—Bozeman. Participants will learn how to assist their schools and community to improve student behavior and responsibility. This year's summer institute is designed to motivate and equip individuals, schools, and communities to unite in nurturing competent, caring, and responsible children and adolescents. Registration fee is \$95 for individuals and \$75 each for School Teams of four or more. Deadline for registration is May 22, 1998. Contact Susan Bailey-Anderson (444-2046).

Montana Behavioral Initiative Organizational Framework



conflict resolution programs in the community. There are presentations from the Department of Health and Human Services and the Youth Court. The Community Dispute Resolution Center of Missoula County highlights its programs on parent-child mediation and victim-offender mediation. Families First, another Missoula-based program, discusses its educational and out-reach programs. ■

—Judy Birch, OPI, Safe and Drug-Free Schools Specialist

For more information on this program, contact Joe Roberts with the Missoula Public Schools (728-2400 x 1036).

Montana's state school trust lands

On this page appear the final two articles in the year-long series Montana Schools has run on our state's school trust lands and their management by the Trust Land Management Division of the Department of Natural Resources (DNRC). For more information, please contact the Trust Land Management Division (444-2074). If you would like copies of previous articles, please contact Beth Satre, Editor (tel: 444-4397; email: bsatre@opi.mt.gov).

Special Use Management Program

Montana classifies its school trust lands according to the property's predominate use: forest, agriculture, grazing, and "other." The Special Use Management Bureau at DNRC is responsible for administering both secondary uses on all trust lands and the primary uses of those lands classified as "other," a category which includes the state's navigable waterways. Land use specialists in the 15 unit and six area offices provide the on-the-ground management of these land uses.

In addition, the Special Use Management Bureau is charged with conducting the real estate functions of trust land management and administering commercial and recreational land uses. The bureau is organized into three programs: real estate services, property management, and recreational use.

Income

The special uses of state school trust land represent the fastest growing income-producing sector in state land management. Income from special uses has doubled in the past five years, and this trend

is expected to continue. Special use income in fiscal year 1997 totaled \$3,143,715. This income came from right of way easements, cabin and homesite leasing, recreational and commercial uses, land sales, and other uses.

Property management

Commercial ground leases represent a promising opportunity to generate income for Montana's schools. School trust properties located in or near cities and towns possess the potential to earn a significant amount for the trust.

To comply with the school trust mandate by maximizing economic return, the DNRC negotiates ground leases with private enterprises for the long-term use of these properties. For example, a commercial lease on a seven-acre tract in Bozeman returns \$30,000 annually to the school trust fund, while a recently accepted bid to lease a 2.5-acre tract in Great Falls will generate \$15,000 a year. These properties formerly earned far less when their leases were based on agricultural productivity. Recently, a special use lease was negotiated with the City of

Kalispell to allow a 140-acre athletic complex to be built on state school trust land immediately adjacent to the city. Over its 40-year term, this lease will produce more than \$2 million of income for the school trust, while providing the city with a much needed site for its ball field complex.

Real estate services

The management of a 5.1 million acre land base requires a variety of real estate activities, including land exchanges, sales, and the granting of rights-of-way.

The DNRC and the State Board of Land Commissioners (the Land Board) have developed a land exchange policy to guide both applicants and the department in the review and processing of exchange proposals. Land exchanges are analyzed using the following seven criteria: equal or greater land value; similar navigable lake or stream values; equal or greater income to the school trust; equal or greater acreage; consolidation of state school trust lands; the potential for long-term appreciation; and similar access to

state or public lands.

At any one time, several land exchanges are under consideration. At present, the department is evaluating ten land exchange proposals, two of which have received preliminary approval from the Land Board.

While the Land Board has not expressed interest in selling the school trust land base, limited land sales do occur. State statute allows homesite and cabinsite lessees to apply to the Land Board for permission to purchase their leased parcels. In addition, the bureau conducts some land sales directly for trust beneficiaries, such as a recent sale of 21 city lots on behalf of the Montana School for the Deaf and Blind.

The granting of rights-of-way is a continual process for state land managers. This past year has seen an explosion of activity in the program that has doubled its revenue to the school trust. The right-of-way granted for the Express Pipeline, which transports crude oil across the state, produced approximately \$500,000 for the trust's permanent fund, and the Montana Department of Transportation purchased an easement for the I-90 Belgrade Interchange for a record-setting \$962,350.

Recreational use

The 1991 Montana Legislature opened legally accessible state school trust lands to recreational use. To recreate on state land, people must first purchase state land recreational use licenses, and approximately 33,500 people buy or renew them each year. In addition, "special" recreational use licenses are required both for commercial activities such as outfitting and concentrated recreational use conducted by groups and organizations.

The future

The special uses of school trust lands will be an expanding source of income for Montana's schools, as we see a shift from natural resource to commercial-based uses of high value properties.

Thoughtful decisions regarding the sale and exchange of trust lands will put Montana's citizens in the position where they can obtain the most productive use of these lands for the benefit of future generations. ■

—Clive Rooney, DNRC, Special Use Management Bureau Chief



Agriculture and Grazing Management Program

Montana's school trust properties include approximately 4.5 million acres of range and agricultural lands. These lands and associated resources are managed by the Agriculture and Grazing Management Bureau in Helena and specialists located in field offices around the state. During fiscal year 1997, \$13,794,521 were distributed to the trust beneficiaries in revenues from grazing and agricultural leases.

Leasing the land

Dating back to the turn of the century, grazing and agricultural trust lands have been leased to Montana farm & ranch operations. Many of these have been held by the same family since that time. Today, these lands are managed under 10,000 separate lease agreements.

The leases are usually issued

for ten-year terms and are available for bidding when that term expires. The existing lessee may retain the lease by matching the highest bid submitted.

If no bids are received, the current lessee may renew the lease at the minimum or base rate that the Board of Land Commis-



Volunteers assist in excavating a cultural site on Montana state school trust land.

sioners establishes.

Grazing lands

Since it is tied to the market price for beef cattle in Montana, the base rental rate for grazing lands fluctuates yearly. This rate

is set on a per animal unit month (AUM) basis. An AUM is a measurement of the land's carrying capacity — or the number of livestock which can graze on the land without harming it. To determine the number of AUMs on a state lease, staff specialists inventory the tract to identify the grass and other plant species present, soil types, precipitation, topography and availability of water. Using this information, they establish the number of AUMs which the lessee's livestock can use yearly. This method protects the long-term productivity of the rangelands.

Agricultural lands

Leases for agricultural lands are made on a crop share basis. The rental paid each year is a share of the value of the crops grown. In addition, these lands are enrolled into programs authorized under the Federal Farm Bill. Participation in these programs, which include production flexibility and the

(Continued on page 7)

Head Start collaboration project is underway

In 1996, the State of Montana became the 49th state to receive a federal grant to initiate a Head Start/State Collaboration Project. A collaborative effort between the Department of Public Health and Human Services (DPHHS) and the Montana Head Start Association, the implementation of the project was delayed due to DPHHS reorganization and legislative hesitancy. As a result, the project was not officially underway until August 1, 1997.

What is the project's mission?

Through its work the project seeks to impact the lives of low-income children and families by influencing state and local policy and the effective delivery of services, while linking Head Start programs and communities through collaborative relationships.

What are the project's goals?

The project has three main goals and seven target areas for collaboration. The goals are:

- ✓ to encourage widespread and closer networking between Head Start and other appropriate public and private agencies on behalf of children and their families;
- ✓ to help build early childhood systems and improve access to comprehensive services and support for all low-income families; and
- ✓ to facilitate Head Start's involvement in the development of state policies, processes and decisions affecting the Head Start target population and other low-income families.

The target areas for collaboration are health and mental health, welfare, child care, education, volunteerism, family literacy, and services to those with disabilities.

Project activities

Some of the specific activities the project is currently pursuing are:

- ✓ highlighting collaboration successes;
- ✓ encouraging and offering support and training in the area of child care and Head Start partnerships to provide services to more Head Start eligible children;
- ✓ ensuring that transitions from program to program are positive and productive for children and parents;
- ✓ advocating to the managed care company for appropriate mental health services for young children;
- ✓ developing educational materials and data for the general public and legislators on Head Start in Montana; and
- ✓ assisting with the development of a State Family Literacy Plan.

Project Administration

This unique collaboration project is a partnership between DPHHS, the Montana Head Start Association and Child Care Partnerships of Helena. DPHHS receives the money from the federal government, provides an office for the director and contracts with the Head Start Association and Child Care Partnerships to hire the two employees and to manage and oversee the project's implementation. A Collaboration Council of representatives from each target area and various professional groups guides the direction of the project.

Aid to prevention efforts

This project has great potential to be an integral part of prevention efforts in Montana. In order for federal, state and private dollars to be spent effectively, comprehensive services need to fit the needs of families and communities. Turf issues, categorical funding and service duplication are no longer

acceptable ways to do business or to implement services that are necessary.

The Head Start component

As of January 1998, Head Start revised performance standards require a more extensive community and family collaboration and service integration. Head Start traditionally serves low-income children ages 3 to 5. Recently, "Early" Head Starts, serving infants, toddlers, and their families, are receiving funding. Since Head Start is such an important provider and broker of services for families and impacts a high number of people and communities, they need to be involved in decisions and activities at the state level.

Overcoming traditional barriers

A lack of resources, time and distances have often been identified as barriers and local interpretation is often different. This project does not have monitoring capacity, but what we can do is identify, share and publish the successes, the good ideas that work, thus teaching those within Head Start and out of Head Start that creative problem solving is effective and that services being provided are effective.

Prevention and resiliency require a positive outlook, high expectations and shared experiences within a community. This project can help foster that capacity as major change unfolds nationally. Programs will be better informed and connected with increased communication, parents and staff can be involved in a more global fashion than ever before.

True collaboration is sharing resources and maximizing the money we do have to spend. Head Start leadership and state agencies communicating where policy and practice diverge will be very helpful in the future planning and spending of taxes. Supporting and acknowledging the great work that is done in each community are vital to morale, problem solving and learning. Focusing on some difficult and timeconsuming issues like mental health access or parent involvement in the reality of welfare reform is critical if those programs and services are going to be successful. Head Start can contribute to that success. ■

—Mary Jane Standaert, Head Start/
State Collaboration Project Director

For more information contact
Standaert (tel: 444-0589; fax: 444-
2547; email: mstandaert@mt.gov).

Math & Science Kudos

Editor's note: There are excellent teachers and students all across the state in all fields who deserve special mention. We will run periodic "Kudos" columns in Montana Schools, so if you know someone who should be included, please let me know (444-4397; bsatre@opi.mt.gov).

A warm congratulations to **Joanne Mahoney** and **Judith Sander** from East Evergreen, Kalispell, **Satinee Lightbourne** from Great Falls High, and **Lawrence Fauque** from Sunburst High, the winners of the 1997 Presidential Award for Excellence in Mathematics and Science teaching. These four teachers represent the best that the teaching profession has to offer—not only in the United States, but also in the world.

These outstanding teachers have dedicated themselves to ensuring that all children, not just the "best and the brightest," are challenged to excel in science and math. Joanne Mahoney received the award for elementary mathematics; Judith Sander for elementary science instruction; Satinee Lightbourne for high school mathematics; and Lawrence Fauque the award for high school science.

The Northwest Regional Math Conference will be held March 4-6, 1999 in Great Falls. Make your plans now to join us for some math under the stars!! Among the speakers who will be presenting are Ron Lancaster, Frank Hughes, Dan Dolan, Gail Burrell, and Jerry Johnson.

Exciting opportunities abound to tour Great Falls and the Lewis and Clark Interpretive Center, dance, and view the stars through telescopes. If you are interested in helping with the conference or if you would like registration information please contact Terri Dahl, CMR High School (791-2387).

Dave Jensen technology teacher at St. Regis Public School District #1, received a Teacher Excellence Award presented by the International Technology Education Association and the Goodheart Willcox Company. This award is one of the highest honors paid to technology education classroom teachers and was presented at the 1998 International Technology Conference in Fort Worth, Texas. The award is given in recognition of the outstanding contributions made to the profession and to the students.

Agriculture and grazing

Continued from page 6

Conservation Reserve Program (CRP), generate in excess of \$2 million dollars per year for the trusts.

Historical resources

Montana's grazing and agricultural trust lands also contain other resources. Of particular interest are the properties that have paleontological, cultural and historical value. Under the state's Antiquities Act, the DNRC works to identify and protect significant sites on state lands. To ensure this protection, the bureau's archeologist reviews all ground disturbing projects. The DNRC also has a cooperative agreement with the Museum of the

Rockies in Bozeman, which allows their staff to survey and examine state lands for paleontological sites.

Recently, a prehistoric Indian campsite was discovered on state lands in Jefferson County. Investigation of the site has revealed that it has been sporadically occupied for about 7,000 years. Information from this site will be used to refine cultural history for the northern plains region.

Lands are valuable resource

All of Montana's trust lands represent a valuable resource for the state's public school systems. Through proper management, they will provide revenues today and for future

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501.

Learn and Serve Montana!
June Atkins, Coordinator
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Learn and Serve Montana

The Learn and Serve Montana program combines classroom instruction and community service to promote academic and personal growth in Montana's youth. Through service-learning, students develop citizenship, problem-solving, and leadership skills. They discover the connections between the classroom and the community while learning those "habits of the heart" they need to become contributing members of the community.

Learn and Serve rural network

The Corporation for National Service has provided a Northwest Regional grant to help Montana, Idaho, Washington and Oregon schools become service-learning leaders.

In Montana, this grant establishes five Regional Demonstration Centers (RDC), which are located in Plentywood, Hardin, Canyon Creek (Billings), Chief Joseph Middle School (Bozeman), and Polson. The Learn and Serve Montana grant provides an additional RDC in Missoula. The RDCs address the unique situations that service-learning organizers face in small communities. The RDCs will share their knowledge and provide outreach to schools and communities as they develop service-learning projects and models.

Mini-grants

Learn and Serve Montana mini-grant applications will be available in the fall. Contact any of the RDCs or me for presentations or more information about service-learning.

National Service Scholarships

All Montana high schools received information from the Corporation for National Service (CNS) announcing the National Service Scholarship Program. This program is an opportunity for schools and communities to recognize high school juniors and seniors for outstanding service to their community by awarding them a college scholarship of at least \$1,000.

The CNS, Learn and Serve America, and the National Senior Service Corporation provides \$500 toward the \$1,000 National Service Scholarship. In order to award a National Service Scholarship to a student, a school must first obtain matching funds of at least \$500 from the school district, community or civic organizations, foundations,

private sector institutions, or other groups or individuals.

High school principals have the authority to structure the scholarship program as they see fit. Every high school principal may nominate one student per school, per year, for these scholarships. Other service scholarships may, of course, be provided without funds from the Corporation for National Service.

This is the second year of this scholarship program. Last year, 17 Montana students received National Service Scholarships. For more information, call 888-275-5018 or check out the national service website at <http://www.national-service.org>.

New initiative

The CNS announces a new presidential awards initiative—the National Service Leader Schools Program. In 1998, its pilot year, the program will recognize up to 100 high schools that have done an exemplary job of integrating student service into the curriculum and the life of the school. It is hoped that there will be at least one high school in each state receiving the award this first year.

Full application packets will be available in Fall 1998. For more information or to determine your school's eligibility, contact National Service Leader Schools, 1150 Connecticut Ave., NW, Suite 1100, Washington DC 20036 (email: nsis@esilsg.org; tel: 800-628-8442 x 690).

Curriculum and Assessment
Jan Clinard, Coordinator
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Performance-Based Accreditation

On April 29-30, 1998, the 17 schools belonging to Montana Improving Schools Through Accreditation (MISTA) participated in the last of seven training sessions offered during this school year. Last year, the schools concentrated on the first three steps of Performance-Based Accreditation's (PBA) School Improvement Process: writing mission statements, profiling, and identifying desired learner results. This year, the schools are completing those first steps, analyzing their instructional and organizational effectiveness, and writing their school improvement plans. Several of the schools have conducted on-site visits in order to help one another with their processes and to evaluate their work in progress.

MISTA schools that also belong to the Northwest Association of Schools and Colleges (NASC) are concurrently pursuing NASC accreditation under the new "School Improvement: Focusing on Desired Learner Results" process. The Board of Public Education's PBA procedures and NASC's process are reciprocal.

MISTA school representatives will provide regional trainings for schools interested in employing the PBA process next fall and spring. In cooperation with the Northwest Regional Educational Laboratory, a training manual is being developed to supplement the OPI publication, *The Performance-Based Alternative: Improving Schools Through Accreditation*. If you would like to receive a copy of this manual or learn more about MISTA, please call me.

Montana projects appear in national education journals

The April issue of *Educational Leadership*, the journal of the Association of Supervision and Curriculum Development, contains an article titled, "Leadership in the Fishbowl," describing Montana's PBA process.

Included in the April issue of the *NASSP Bulletin*, the journal of the National Association of Secondary School Principals, is an article about Montana's Framework for Aesthetic Literacy. This article is titled "Putting Arts Standards into Practice with Aesthetic Literacy."

I wrote both articles in cooperation with Dr. Len Foster while fulfilling the requirements for an advanced research course from the University of Montana (UM).

Elliot Eisner in Montana

Elliot Eisner, author of *The Enlightened Eye*, Professor of Art and Education at Stanford University, will be the featured speaker at a three-day conference in Missoula this summer. The Creative Pulse of the University of Montana, the Montana Arts Council, and OPI's Framework for Aesthetic Literacy will be cosponsoring the conference in the Fine Arts building on the UM campus. Beginning on the evening of Wednesday, June 17, with a technology-enhanced performance in the Montana Theater, the conference will run through Friday, June 19. Participants can select from a series of sessions which address the meaningful applications of technology for teaching and learning in the visual, performing, and literary arts. The sessions will emphasize ways to use technology creatively and purposefully, both when designing instruction and learning.

Pressured to rapidly integrate technology into classroom instruction, teachers are concerned about the quality of sound, images, and text in technology's slick products. Teachers need to grapple with the issues of aesthetic development, the critical stance, originality and creativity. Through demonstrations and arts-centered technology applications, conference-goers will explore criteria for the production and consumption of technologically

enhanced products, publications, and performances.

Please call me if you want to be involved in this conference or need more information.

Composition Transition Team meets

A team of 12 university and high school composition teachers met on February 18th to begin exploring ways to match college admissions or placement standards and K-12 exit performance standards for English composition. The team discussed policies regarding Advanced Placement courses and tests, challenging freshman composition courses, and writing assessments. Plans are being made to bring together groups of high school and university composition teachers to read samples of student writing in order to develop common scoring rubrics and discuss shared criteria.

Please call me if you are interested in being involved.

Regional NCTE conference planned

With the year 2000 approaching, we in the Northwest wonder what kind of place we will find ourselves occupying in the new millennium. Will our literature and art celebrate a place fading quickly into memory? Will our grandchildren wonder at pictures of open prairies, secluded meadows, and glistening snow slopes beneath an umbrella of dazzling blue sky? How will the sense of place define our lives, our literature, our art, and our politics?

Big Sky 2000: A Sense of Place, A Sense of Time, a Northwest Regional National Council of Teachers of English Conference, will explore these questions at a place where the sky adds drama, where the mountains open possibilities, where the crisp air clarifies thought, and where the accommodations build community. Perched on the spine of the Madison Mountain Range near Yellowstone National Park, the Big Sky Resort combines rugged wildness with civilized convenience. Scheduled for April 13-16, 2000, the conference is sponsored by the Montana Association of Teachers of English Language Arts.

Start thinking Big Sky! Let me know how you'd like to be involved.

Science-Mathematics Consortium for Northwest Schools (SMCNWS)
Patricia B. Johnson, State Coordinator
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The Science and Mathematics Consortium for Northwest Schools (SMCNWS) serves schools and education-related agencies in Alaska, Idaho, Montana, Oregon, and Washington with catalytic support that will broaden the effect, accelerate the pace, and increase the effectiveness of regional improvements in science and mathematics education.

Free CD-ROM

Making Schools Work for Every

Dispatches

Child is a free CD-ROM published by the Eisenhower National Clearinghouse for Mathematics and Science Education. Designed as a resource for those concerned about educational equity in K-12 math and science education, the CD-ROM contains articles, stories, case studies, and equity materials. I have a limited number of *Making Schools Work for Every Child*, and will distribute them one per interested school district. Please send your name, position, phone, email and postal addresses to me, and I'll send you an equity CD-ROM.

Projects partially funded

Seven staff development projects in Montana received partial funding from SMCNWS for the 1997-98 school year. These projects encourage sustained systemic reform in math and science education by providing professional growth opportunities to hundreds of teachers and administrators. The dissemination of information learned through these projects will, in turn, impact thousands of students across Montana. Read the abstracts and summaries of each project on the web at <http://www.col-ed.org/mt> under "What's Happening in Montana."

Projects partially funded by SMCNWS are *ABC-BEST (Assessing and Benchmarking the Curriculum Benefits Every Student and Teacher)*—Golden Triangle Curriculum Cooperative; *Training in Teaching Mathematics for Belgrade Intermediate School*—Belgrade; *Connecting Standards, Instruction and Assessment*—Mission Valley Curriculum Cooperative; *SAMPLE (Science And Math Programs for Local Educators)*—Charlo; *Linking Teaching, Learning & Assessment in Math and Science*—Flathead Valley Curriculum Cooperative; *Elementary Calculator/Technology Conference*—Lewistown; and *Involving Parents in Mathematics and Science*—a collaboration among the Keystone Project, SMCNWS, the Museum of the Rockies, and the High Plains Rural Systemic Initiative.

Funding for next year

SMCNWS has some funds available to support staff development projects next year as well. To be considered for funding, projects must:

- ✓ be part of a sustained, systemic effort to improve math and/or science education in a school district (or combination of districts);
- ✓ provide high-quality training for teachers and other educators;
- ✓ include strong follow-up, dissemination, and evaluation components;
- ✓ be in line with state and local standards for math and science;
- ✓ involve SMCNWS staff in planning, implementation, and/or follow-up; and
- ✓ provide a minimum of two-thirds the cost.

In addition, applications must be submitted by a team of two or more educators and be supported by the school district administration. Teams representing a consortia of several districts are welcome to apply, and organizations that are not school-based are encouraged to form partnerships with school districts to undertake staff development activities.

Currently, the 1997-98 application guidelines, scoring sheet, and instructions are available on the Internet at <http://www.col-ed.org/mt> under "SMCNWS—Montana Information." Successful projects are listed under "What's Happening in Montana." The application for 1998-99 will be posted to the above website in Fall 1998. Please contact me with any questions you have and for advice in preparing your application.

The TIMSS Report

With data from 500,000 students, the Third International Mathematics and Science Study (TIMSS) is the largest, most comprehensive, and most rigorous international study ever conducted.

With the release of the grade 12 data at the end of February, interest was renewed in the TIMSS, and many websites devoted to TIMSS information were launched. Check either the SMCNWS Montana website at <http://www.col-ed.org/mt> or the SMCNWS regional page at <http://www.col-ed.org/smcnws> for links to TIMSS pages. Some of the pages linked from these sites include those of the National Center for Education Statistics (NCES) and Michigan State University, both of whom worked on TIMSS. Other sites contain a summary of the grade 12 results and some contain the entire text of "Mathematics and Science Achievement in the Final Year of Secondary School."

Developing Resource Capacity

Six Montanans attended an SMCNWS-sponsored regional conference *Developing TIMSS Resource Capacity* in February and are able to give overviews of the data from the TIMSS Study.

Cooperative Director; and **Judy Skupa**—Flathead County Curriculum Cooperative Director.

Title II Eisenhower

Chris Provance

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Title II workshop

As many of you know, all Eisenhower

Title II Projects will be required to submit their program reports in the Performance Indicator System format set forth by the U.S. Department of Education (USDOE).

States have been given a transition period to get all programs up to speed on data strategies, planning, and use of the Performance Indicator System. On March 26-27, 1998, the first in a series of Performance Indicator workshops was held in Helena.

Fifty-two educational leaders, representing various educational leadership roles, attended the two-day workshop. Dr. Kim Yap from the Northwest Regional Educational Laboratory (NWREL) led participants through a mock assessment of example indicators and assisted education teams as they began writing their own project indicators. Dr. Yap emphasized some important Title II guidelines that program performance indicators must address along with providing much needed information on writing quality performance indicators.

If you missed this first workshop, it will be repeated at the 1998 Partners in Learning Conference next fall.

Workshop highlights

Title II recognizes teachers as an important source of knowledge that should inform and help shape professional development. Thus, an assessment of local needs and the local education agency's plan for professional development should be carried out with the involvement of teachers.

For needs assessment, each local education agency must include a plan for professional development that focuses on teaching and learning; is developed with extensive participation of administrators, staff, and pupil services personnel; and targets teachers who are representative of the grades within the schools to be served.

The needs assessment plan must

- ✓ describe how the plan contributes

- to overall school reform and educational improvement;
- ✓ explain how the local education agency will meet the teachers' needs that are indicated in needs assessment data;
- ✓ be aligned with challenging state performance and content standards;
- ✓ describe strategies tied to challenging state performance and content standards consistent with needs assessment; and
- ✓ describe how professional development activities are of sufficient intensity and duration to have a positive and lasting impact on the student's performance in the classroom.



An assessment of needs could include, but not be limited to, student performance data, dropout rate information, attendance/behavioral records, surveys of students, parents, and

teachers, school self-study tools, yearly teacher evaluations, classroom observations, and teacher lesson plans.

An Indicator System becomes the data management and evaluation tool for the district professional development plan, and individual school plans should mirror district school improvement efforts, but include detail for building specific needs.

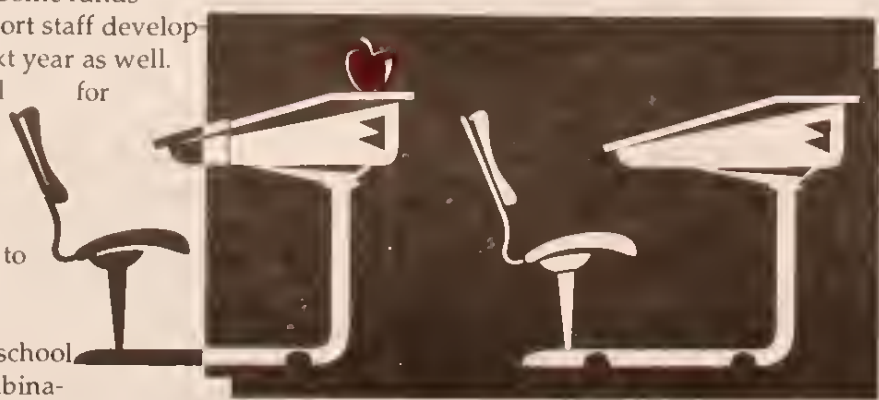
Statewide Eisenhower planning

Following the Indicators Workshop, a statewide planning meeting was held. At that meeting, participants identified the framework for Montana's Title II Professional Development Plan and Performance Indicator System. This plan will use statewide data to set priorities for math and science professional development, Eisenhower activities at the state level, and higher education competitive funds.

By August 1998, the Eisenhower Advisory Team will complete the work started at the state planning meeting. The advisory team represents various stakeholder groups across the state, with the largest number of participants being teachers in K-12 mathematics and science. Currently, Montana's Eisenhower Advisory Team has three vacant positions. If you or someone you know would be interested in working with an outstanding group of K-16 leaders and committing time and energy into the planning process, please call me.

Local News

Hamilton Public Schools is pleased to announce that the *Marilyn Burns Math Solutions* Courses 1, 2, and 3 have been scheduled for June 22-26, 1998. If you are interested in attending this motivational program, please call (415) 332-4181 or



Those Montanans are: **Karla Christensen**—Garfield County Superintendent of Schools; **Terri Goyins**—Belgrade Intermediate School Teacher and MCTM President-elect; **Barbara Keim**—Skyview High School Teacher and Board of Public Education member; **Ken Miller**—MSU-Billings Education Professor; **Fred Seidensticker**—Golden Triangle Curriculum

(800) 868-9092.

The National Youth Science Camp is a nationally recognized educational forum which has encouraged thoughtful scientific leadership for our future for 34 years. Two graduating high school seniors from each state are chosen to participate. Selection is based on academic achievements, leadership abilities, interests, and an intent to pursue a career in science, mathematics

engineering or health-related fields. Applications for this program were sent to each Montana school in March. While the deadline for submission is past, please make a note of it for next year.

Thinking Strategies for Mastering Math workshops will be presented at several locations across Montana in the coming year. For more information on these workshops or to schedule a workshop in your area, phone 701-258-8618 or send an email message to <TSFMMO5@ibm.net>.

If you have statewide workshop information or student/teacher contest information you think would be valuable to other math/science teachers around the state, please send it to me.

Other news

The U.S. Department of Education (USDOE) announced a new website, *Federal Resources for Educational Excellence*. Located at <<http://www.ed.gov/free>>, this site offers

- ✓ quick access to teaching and learning resources from sources across federal government;
- ✓ a place where agencies can start to form partnerships; and
- ✓ information about the effort to support partnerships between federal agencies and teachers.

The Annenberg Institute has tools for program accountability on-line at <<http://www.aisr.brown.edu/tools>>. This effort should help us as we fulfill data requirements found in many RFPs.

National training, scholarship, and awards programs

The National Science Teachers Association and Exxon will help teachers raise student achievement levels in math, science, and technology. The *Building a Presence for Science* programs will develop a network of educators and business leaders to train and support teachers in 11 states. Montana has been selected by Exxon as one of its participating states. For more information, contact Cindy Workosky, NSTA, 1840 Wilson Blvd., Arlington VA 22201 (803-312-9248).

Explore A Vision is sponsored by Toshiba and the National Science Teachers Association. Students and teachers enter essays of a technology they think will exist in 2020. Awards average \$10,000. Contact Pamela Riley, Toshiba/NSTA Explore A Vision, 1840 Wilson Blvd., Arlington, VA 22201-3000, (800-EXPLORE-9).

Leadership Grants for Educators

provides funds to aid professional development of teachers. Up to \$1,000 is available per award. Contact Rosalyn Alter, Leadership Grants Division, NFIE, 1201 16th St. NW, Suite 416, Washington, DC 20036-3207 (202-822-7840).

Dorr Foundation supports curriculum for science programs in grades 6-12. Grants range up to \$30,000. Contact Hugh McMillan, Box 281, Bedford, NY

10506 (212-683-1370).

Reuse It Contest: The American Plastics Council funds grants with environmentally conscious reuse ideas. Awards average \$3,000. K-12 students and teachers are eligible. Contact Diana Ronenberg, American Plastics Council, 1801 K St. NW, Washington DC 20006-1301 (800-2-HELP-90).

Compaq Computer Corporation supports training educators in integrating computers into the classroom. Grants range from \$25,000 to \$150,000. Contact Compaq Computer Corporation, P.O. Box 692000, MC580206, Houston TX 77269-2000 (218-514-0527).

Hewlett-Packard funds educational programs in the form of computer donations and cash grants. Grants range up to \$20,000. Computer and equipment donations occur 80 percent of the time up to \$70,000. Contact the National Contributions Manager (415-857-3053).

AT&T Foundation will award \$47 million in technology grants this year, and K-12 programs can look forward to more than half of that. For more information call the Learning Network, AT&T Foundation (800-809-1097) or visit their website at <<http://www.att.com/learningnetwork>>.

The National Science Foundation is inviting proposals for projects encouraging parental involvement in pre-K-12 science, math, and technology education. Call James Oglesby, NSF (703-306-1616) or see <<http://www.nsf.gov>> and search for document number NSF 98-4.

Lockheed Martin Corporation Foundation supports education projects that promote math and science education at regional levels. Private and public schools and school districts and other nonprofits may be eligible. See <<http://www.lmco.com/library/philanthropy.html>> or write David Phillips, Lockheed Martin Corporation, 6801 Rockledge Drive, Bethesda MD 20817.

Health Education
Rick Chiotti, Specialist
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Immunization

In Section 16.28.602 MCA, Montana state law sets forth the minimum vaccination series a child is required to have before attending school. In this section of statute,

exemptions are allowed for medical reasons or on religious grounds. Each of these exceptions must be documented.

While interpretation of immunization records for school entry can be confusing, the Department of Public Health and Human Services (DPHHS) Immunization Program wants to help make this easier. If you have questions, please call Marcie Eckerson, DPHHS (444-5580). In addition, the article "State Law requires students to be immunized," which ran in the November/December 1996 issue of *Montana Schools*, contains some specifics on the state immunization requirements for students.

HIV/AIDS Education
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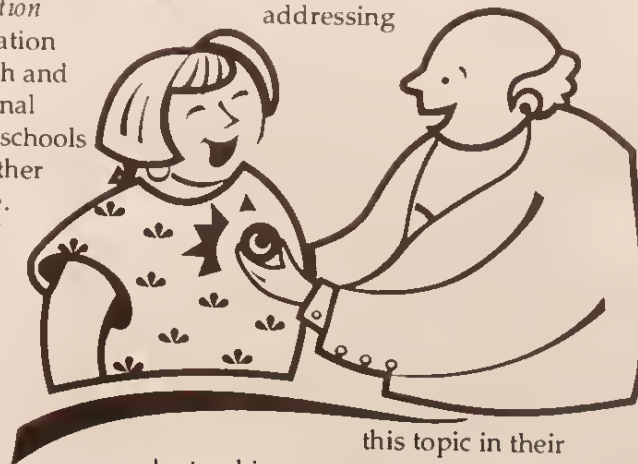
OPI is announcing three courses in HIV/AIDS Education that will be offered during June 1998.

Get Real About AIDS (June 15-17)

To be held in Helena, this course offers instruction in a curriculum, which the Centers for Disease Control and Prevention has found to be one of the 'Programs That Work' in acquiring knowledge to prevent HIV infection. Course participants will receive training in presenting *Get Real About AIDS* lesson plans and explore curriculum kits specific to three different grade levels: 4-6, 6-9 and 9-12. Limited to 25 teachers, the course offers 1 graduate credit from MSU-Bozeman or 10 renewal units. In addition, each participating school district will receive a curriculum kit valued at \$495. Get an application form from your school principal or call me for further information.

HIV: An Update (June 22-24)

Offered by the MSU-Bozeman Extended Studies Program, this course is designed for teachers seeking information about HIV infection and the disease of AIDS. Participants will learn helpful strategies and lesson activities on addressing



this topic in their teaching areas.

The course number is HDHL 588, and the instructor is Pam Carter. OPI will sponsor 20 participating teachers. To register call the Extended Studies office (994-6030) or Pam Carter (994-6319).

Health Enhancement: Dealing with Controversy (June 16-19 and 22-23)

Offered by UM-Missoula and taught by Annie Sondag, Dr. Laura Dybdal, and Dr. Tucker Miller, this two-credit course will run from 1-

5:30 p.m. on each day it is scheduled.

While one credit will be specific to HIV and sexuality issues that relate to HIV infection, the course will also address controversies related directly to health education and physical education.

To register call the UM-Missoula Registrar (243-6266); the course number is HHP 495. OPI will sponsor 16 participating teachers for one credit.

Nutrition Education & Training
Katie Bark, R.D., Coordinator
994-5641
udhkb@montana.edu

Eating Disorders Awareness

Children as young as eight are concerned about being overweight, and many adolescents go on diets. While dieting itself need not be unhealthy, the combination of dieting and strenuous physical exercise presents a risk factor for eating disorders. In fact, as many as 5-10 percent of all preadolescents could have serious eating disorders.

These statistics can be a real cause of concern for our youth today. As educators, you can play a role in educating students on "normal eating" and the characteristics of eating disorders, thereby helping decrease their risk of developing an eating disorder.

What is Normal Eating?

According to Ellyn Satter, in the book *How to Get Your Kid to Eat...But Not Too Much*, "Normal eating is being able to eat when you are hungry and continue eating until you are satisfied... Normal eating is being able to use some moderate constraint in your food selection to get the right food, but not being so restrictive that you miss out on pleasurable foods. Normal eating is giving yourself permission to eat sometime because you are happy, sad, or bored, or just because it feels good. Normal eating is three meals a day, most of the time, but it can also be choosing to munch along. It is leaving some cookies on the plate because you know you can have some again tomorrow, or it is eating more now because they taste so wonderful when they are fresh.... Normal eating takes up some of your time and attention, but keeps its place as only one important area of your life. In short, normal eating is flexible. It varies in response to your emotions, your schedule, your hunger, and your proximity to food." (Excerpted here with permission from Bull Publishing Company.)

Teenagers may be able to decrease their risk of developing and practicing disordered eating through understanding and internalizing the concept of normal eating. If you would like the lesson plan *Normal Eating* to review this subject, call the NET program (994-5641) and leave your name and school address with program staff.

Resources available

If you are interested in covering this topic in class, the NET program has resources to loan on a three-

week basis. Those listed below are only a sampling of what is available.

- *Mirror Mirror* (Mary Abbott, National Cattleman's Association, 1997): A resource packet to use with adolescents who have concerns about body weight, shape, and image.
- *A Five-Day Lesson Plan on Eating Disorders* (National Eating Disorders Organization, 1991): A curriculum guide with five lesson plans to cover with teens.
- *Making of a Model—Behind Closed Doors* (Television clip, September 1996): This short clip demonstrates the deception television and magazine advertisements use to market "virtual beauty."
- *Which Path? Eating Disorders in Montana* (Montana Public Television, March 1998): This hour-long show has a panel of experts discussing eating disorders and what Montanans can do to help prevent them in our youth.

Other sources of assistance

National professional organizations also offer assistance for educators. Two such organizations are the National Eating Disorders Organization (tel: 206-382-3587; Internet: <<http://www.laureate.com>>) and Eating Disorders and Prevention, Inc. (tel: 918-481-4044; Internet: <<http://members.aol.com/edapinc>>).

If you would like to complement your classroom instruction with parent education, the MSU Extension Service can assist you in conducting a parent workshop on eating disorders in your community. If you are interested, please contact your local county agent or Dr. Lynn Paul, MSU-Extension Service's Foods & Nutrition Specialist (994-5702).

Milk Mustaches

By now almost everyone in America is familiar with the dairy industry's milk mustache campaign. You've probably enjoyed the ads, billboards, and posters yourself! Well, now it's time to put milk mustaches to work in your school. You can use the campaign's popularity to promote drinking milk—at mealtime or for snacks. Below you will find a mustache recipe (guaranteed to take great photos) and several suggested mustache activities for the classroom or school cafeteria. These ideas are great for health fairs and really help to promote the importance of adequate milk intake for growing children.

Mustache recipe

Recipe #1: Take a couple of tablespoons of vanilla yogurt and add milk to make a "milk paint" thick enough to show up on students' upper lips without looking like pudding. It's fairly easy to paint on with an artist paintbrush or Q-tip and wipe off with a napkin. The thickness of the yogurt will determine how much milk to add.

Fun activity ideas:

- *Live milk mustache contests:* Paint

mustaches on kids and adult "celebrities" (like the principal and teachers) in the cafeteria. Let kids vote for their favorite—or the biggest, the most handsome, the funniest — mustache.

- *Group mustache photos:* Take class photos with mustaches and post them in the cafeteria or publish them in the school newspaper.
- *Individual mustache photos:* Take individual photos of kids with mustaches and post them in the cafeteria. Let the whole school vote for the best, weirdest, coolest, etc., mustache on the wall.

Available resources

- The following are some of the resources available through the NET Program. Contact me to borrow them for a three-week period.
- *Mike Mine Milk (K-4):* This fun video helps teach kids where milk comes from, how it is transported and processed, and how it helps kids grow strong and be healthy.
 - *Uncle Jim's Dairy Farm (K-4):* This kit includes a short drama about a city boy's visit to a dairy farm. It has several ideas for lessons on food and agriculture.
 - *Calcium—Are you getting Enough? (K-12):* This bulletin board display can help teach children how to reach the recommended calcium intake on a daily basis.
 - *Calcium Calculator (6-12):* This software program allows students to assess their individual calcium intake and helps them learn how to meet the recommended calcium level by making wise food choices.
 - *Label Power (4-9):* This game and instructor's guide helps students



A few milk mustaches in the lunch line at Emma Dickinson School in Missoula

learn to use the "Nutrition Facts" panel on food labels, thereby teaching them what foods are good sources of calcium and how to make smart food choices.

Nutrition Websites

Milk: Where's Your Mustache? <<http://www.whymilk.com>>: This site offers milk mustaches on lots of famous faces; interactive contests, games, and prizes; tons of tasty milk-based recipes, and a milk-mustache screen saver that you can download.

Kids Food Cyberclub <<http://www.kidsfood.org/index.html>>: This nutrition site helps kids in grades 3-5 learn about food and its relationship to health.

N.O.W.: Nutrition on the Web for Teens! <<http://library.advanced.org/>>

10991>: This site is designed for teens by teens. It offers teen-tested recipes, a nutritious chat room for teens only, and a Q&A forum covering nutri-topics. Best of all, you can access all the information in English, Spanish, and German.

Traffic Education

Curt Hahn, Specialist

444-4432

chahn@opi.mt.gov

Traffic education reimbursement

If you have not already done so, please submit your reimbursement requests for all high school traffic education courses completed between July 1, 1997, and June 30, 1998, no later than July 10th. You will receive your reimbursement for these programs in August. The per pupil amount will be approximately \$90. A reminder mailing with survey forms and program applications for the 1998-99 school year will be forthcoming in May.

1998 Advanced Driver Education

If you are interested in attending one of this year's Advanced Driver Education Workshops and earning one semester credit, please contact me. Also, if you are interested in becoming an instructor for this program, let me know as soon as possible.

Approval to teach traffic education

If your teaching certificate expires this June so does your approval to teach Traffic Education. Let me know if you need an application to renew or other assistance.

Student driver safety flags

Montana is one of those states that encourages but does not require student drivers to receive additional driving experience with their parents. Now an affordable "Student Vehicle Flag" is available. This flag is visible from all directions and features the words "Student Driver" in bold black on a bright yellow background, the standard colors expressing caution to drivers. Flags can be purchased by calling 313-522-5640 or mailing a check for \$19.95 to Valerie Earle, 37637 Five Mile #204, Livonia MI 48154. This might be a piece of information to pass on to parents during your parent nights.

A call to action

The American Automobile Association is pursuing the following goals to help ensure that young people survive the greatest threat to their future....DRIVING.

- ✓ Launching a comprehensive awareness campaign for teenage drivers and their parents, opinion leaders and policy makers.
- ✓ Incorporating novice driver safety into the national public health agenda.
- ✓ Mandating more behind-the-wheel driving experience.
- ✓ Providing guidelines for selecting driver education courses.
- ✓ Increasing parent involvement in teen driver education.
- ✓ Increasing the focus on risk-based training.
- ✓ Developing uniform qualifica-

tions for instructors and uniform standards for driver education course content.

- ✓ Implementing graduated license systems in all 50 states by the year 2000.
- ✓ Eliminating deficiencies in the licensing process that allow new drivers to become fully licensed without assuring they are ready to drive safely.

Red Asphalt 1998

Remember those old 16 mm traffic education films that showed bloody and gory footage of traffic crashes? Well...the California Highway Patrol (CHP) has remade *Red Asphalt*, one of those classic films. The new version, *Red Asphalt 1998*, is produced in an "MTV" style. Memorable moments from the 1960 film, which included screeching brakes, crashing metal sound effects, blood-spurting crash victims, and close-ups of a decapitated driver, have been replaced with slow motion photography, sensitive music, and a focus on rescuers assisting crash victims.

You can purchase this 12-minute video directly from the CHP for \$15. Call Maryanna Michaels (916-372-5620).

Driver-ZED hits the road

Teens can now learn about managing traffic risks without risking their parents' vehicle. How? The AAA Foundation for Traffic Safety's new Driver-ZED CD-ROM enables teens to learn by using a computer.

A skills-based instructional program that incorporates users testing their driving skills, Driver-ZED requires a fairly powerful computer system, and it works best with the REALmagic MPEG card produced by Sigma Designs of Fremont CA. The AAA Foundation has agreed to distribute Sigma's MPEG cards at a reduced price bundled together with the driver-ZED software. On their part, Sigma Designs introduced the program to the computer world at Comdex, the country's largest computer show. The program got a lot of attention and the response was very favorable.

To order the program, contact the AAA Foundation (tel: 800-305-SAFE; fax: 202-638-5943). Alone, it costs \$29.95, including shipping and handling; bundled with the REALmagic MPEG card it costs \$149.95. This amount represents a significant discount over the retail cost of the card.

It's Just Another Saturday Night

The popular mini-drama video, *Just Another Friday Night*, has been updated. The new version, *Just Another Saturday Night*, challenges teens to evaluate their own and others' behavior in light of the potential for tragic consequences. The updated video costs \$40. To order call or fax the AAA Foundation at the numbers listed for ordering the Driver-ZED CD-ROM.

Driving Safety Week

June 21-27 is Driving Safety Week. If you want more information, call the National Safety Council (800-621-7615 x 2304).

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

Professional Development

Program in severe disabilities

The University of Montana's Rural Institute has developed a three-year program to prepare teachers to work effectively with students who have intensive learning needs. This multi-campus, distance education program is a collaborative effort between UM-Missoula and MSU-Billings. It consists of six courses and tuition support is available for qualified applicants. The collaborating universities have agreed to pursue Board of Regents program approval in the coming year.

For more information, contact Timm Volgelsberg and Gail McGregor (243-5467).

Developmental disabilities

The 1998 Montana Conference on Developmental Disabilities will take place in Butte on October 14-16, 1998. The conference is geared to people interested in providing quality services to students with cognitive delay. It features nationally known speakers, an art exhibit and trade show, and from 80-100 presentations on various aspects of providing services to persons of all ages with cognitive delay.

For more information contact Perry Jones, DPHHS (444-2995).

Summer workshops at WMC

The Outreach Division of the Western Montana College of the University of Montana is offering an array of interesting workshops for teachers this summer. A few examples include: Children's and Young Adult Literature Conference (June 17-19); Methods and Materials for Teaching the Holocaust (July 8-10); and Inclusion: Practical Strategies for Your School (August 3-5).

For more information on these courses or a summer catalog, contact Sue Brammer, WMC (683-7537).

Art workshops for educators

In June, Artisan Workshop Promotions is offering four workshops instructed by and geared toward educators. They present exciting and useful techniques that participants can easily simplify for classroom use with any age group.

For further information on these and other 1998 workshops, contact Artisan Workshop Promotions (tel: 373-5513; email: artisanworkshops@yahoo.com).

Calculator institute for K-6 teachers

Scheduled for June 15-19 in Lewistown, this institute offers training in the appropriate use of TI-108 and the TI Explorer calculators. Participants will learn how to use these calculators effectively in the math curriculum and how curriculum and teaching methods are changing as a result of technology. Practical classroom activities and techniques known to be effective instructional practices will be used.

The institute is free, but the registration deadline is May 30, and the course is limited to the first 40 applicants. To register, call Jim Hanling at school (538-5419) or home (538-3263).

CALENDAR

June

8-13: Earth Science for Elementary Teachers, MT Science Institute, Helena—Gil Alexander, 475-3638

14-16: MT Governors' Summit on Youth, Billings—Kirk Astroth, Summit Coordinator, 994-3501, www.mt.gov/mcsn/summit

14-19: Teachers Teaching with Technology—Chem/Bio Institute, Kalispell—Tod Morstein, 756-4502

15-20: Life Science for Elementary Teachers, MT Science Institute, Helena—Gil Alexander, 475-3638

17-19: MT Assn. of Pupil Transportation 1998 Workshop, Lewistown—Gary Rose, 756-5015

17-19: Northern Rockies Summit on Safe Schools, UM-Missoula Campus—547-6747

17-19: Genesis II, UM School of Fine Arts—243-4970 or Jan Clinard, OPI, 444-444-3714

22-26: MT Behavior Initiative/Big Sky Summer Institute, Bozeman—Terry Baldus, 585-1500 ext. 1598

22-26: Nat'l Leadership and Skills Conference/Skills USA Championships, Kansas City MO—David Hall, 994-4451

22-27: Physical Science for Elementary Teachers, MT Science Institute, Helena—Gil Alexander, 475-3638

July

13-18: Aquatics Education for Teachers, MT Science Institute—Gil Alexander, 475-3638

22-24: Certification, Standards & Practices Advisory Committee (CSPAC), Helena—Peter Donovan, 444-0301

August

3-5: MEA Summer Conference, MSU-Bozeman—MEA, 442-4250,

www.mea-mt.org

7-8: MT Early Childhood Conference, Missoula—UM Center for Continuing Education, 243-2094

10-13: Literacy Learning in the Classroom, Polson—Doug Crosby, 883-6329

11-13: MT Assn. for Supervision & Curriculum Development, Bozeman—Jan Thompson, 453-6242

19-21: Advanced Wetlands for K-12 Educators, Lee Metcalf Nat'l Wildlife Refuge, Stevensville—John Etgen, 994-6425

September

14-15: Superintendents' Conference, Helena—Julie Sykes, SAM, 442-2510

17-19: International Reading Regional Conference, Rapid City SD—June Atkins, OPI, 444-3664

21: 1998 Montana Teacher Forum, Helena—Jeanne Tweeten, 447-8941 or email: jeannet@mtlib.org

30-10/2: Partners in Teaching and Learning Conference, Billings—Ron Lukenbill, OPI, 444-2080

October

1-3: International Reading Regional Conference, Boise ID—June Atkins, OPI, 444-3664

14-16: MT Conference on Developmental Disabilities, Butte—Perry Jones, DPHHS, 444-2995

14-16: MT Vocational Assn. Meeting, Bozeman—Cheryl Schiepp, 278-3285

15-16: MT Conference of Educational Leadership, Billings—Julie Sykes, SAM, 442-2510

15-16: Montana State Reading Conference, Great Falls—Lorraine Verploegen, 225-3885

15-16: MEA/MFT Educators Conference, Great Falls—MEA, 442-2450 or MFT, 442-2123

The standards for the preparation of teachers in Montana programs will be under review and revision for the next 18 months. If you are interested in contributing, contact Linda Peterson (444-5726) or Don Freshour (444-2577) at the Office of Public Instruction.

Montana Behavioral Initiative

Continued from page 4

need to accept and share responsibility for the development of students who are personally and socially ready to participate as productive citizens.

✓ Third, in order to accomplish this, everyone needs to work together.

And how exactly does MBI work?

Best practice and research has shown us that there are critical skills, systems, and attitudes that, if implemented, will lead to student behavioral success and a positive learning climate. The MBI seeks to provide local teams with the training and support they need to implement MBI in their community.

This does not mean, however, that MBI looks the same at all MBI sites. In fact, Joe Furshong, Special Education Director in the Helena School District, says that one of the program's great benefits is that it provides the broad idea and necessary support while being loosely structured so that MBI teams can use what best fits

their site's specific needs.

The MBI mission statement defines itself as a "comprehensive staff development venture," and the Initiative's formulated goals are to:

- ✓ recognize and create community and school programs that effectively meet the needs of students and develop safe, orderly environments;
- ✓ improve the willingness of school and community personnel to respond proactively to the individual needs of students;
- ✓ extend the range and quality of services available to students ensuring they have social competence;
- ✓ provide school and community personnel with validated strategies for responding proactively to challenging behavior and teaching social competence;
- ✓ strengthen the ability of schools and community agencies to network and coordinate community resources;
- ✓ modify school and community

agency policy and procedures to facilitate more effective and efficient services for our youth.

Statewide organization

While local teams working in their schools and communities form the foundation of the Montana Behavioral Initiative, the Initiative also has a statewide structure (see box on page 5). The MBI Council is composed of statewide stakeholders who regularly communicate with one another in addition to meeting periodically to participate in focused training, joint problem-solving and coordinated efforts to impact statewide policies, guidelines or structures that will promote the mission and goals of MBI.

The MBI Council provides membership and input to four committees: Budget and Finance, Community Involvement, Program Development and Dissemination, and Public Relations.

These committees report to the MBI Board of Directors, and their chairs sit on the Board of Directors, as does Susan Bailey-Anderson, State Coordinator and Kelly Evans, who chairs the MBI Board of Directors.

At the statewide level, the MBI works to foster interagency and community cooperation by networking with schools to strengthen community and state resources; supporting policy and procedures to facilitate effective and efficient services for Montana youth; coordinating community-based services with schools; and establishing systems changes that enable schools and communities to extend the range and quality of services for our youth. ■

If you would like more information on the Montana Behavioral Initiative, contact Susan Bailey-Anderson, MBI State Coordinator, OPI (444-2046).

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